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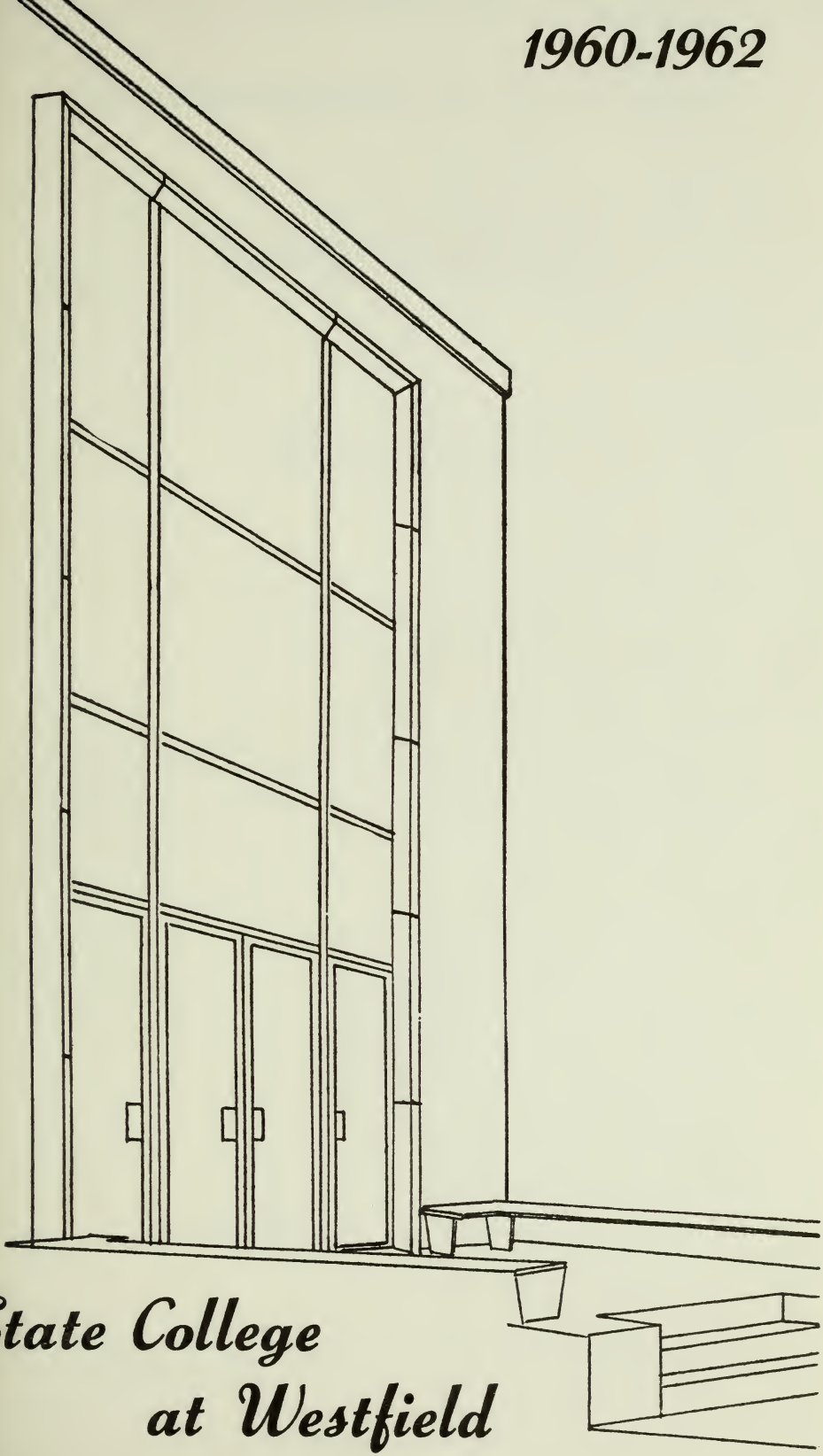

State College at Westfield

The Commonwealth of Massachusetts

State College

at

Westfield

Established at Barre, 1839

Moved to Westfield, 1844

Accredited by

New England Association of Colleges and Secondary Schools

National Council for Accreditation of Teacher Education

American Association of Colleges for Teacher Education

Catalog 1960-1962

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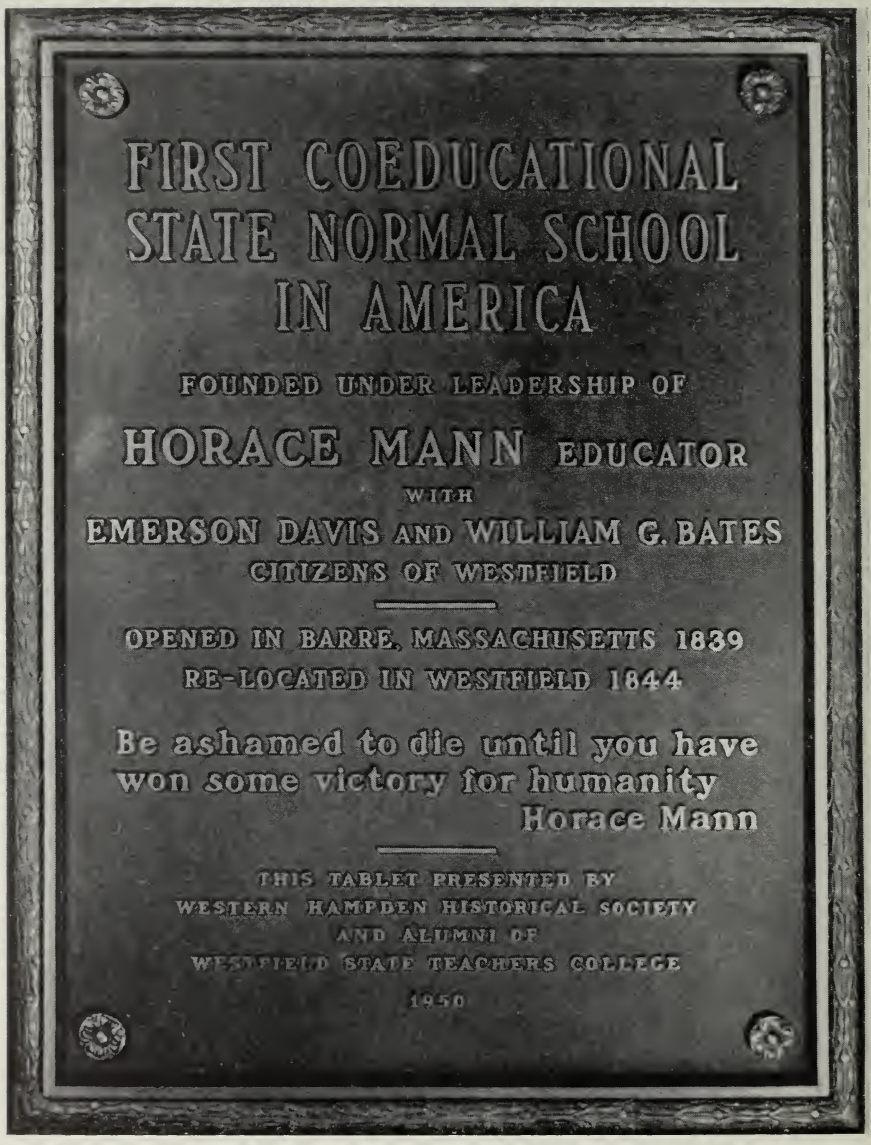
FIRST COEDUCATIONAL
STATE NORMAL SCHOOL
IN AMERICA
FOUNDED UNDER LEADERSHIP OF
HORACE MANN EDUCATOR
WITH
EMERSON DAVIS AND WILLIAM G. BATES
CITIZENS OF WESTFIELD
OPENED IN BARRE, MASSACHUSETTS 1839
RE-LOCATED IN WESTFIELD 1844
Be ashamed to die until you have
won some victory for humanity
Horace Mann
THIS TABLET PRESENTED BY
WESTERN HAMPDEN HISTORICAL SOCIETY
AND ALUMNI OF
WESTFIELD STATE TEACHERS COLLEGE
1950

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The Commonwealth of Massachusetts

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The State College at Westfield

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MARJORIE M. WILLIAMS, B.S.E., M.ED. . . . . *Grade Eight*

The State College at Westfield

PURPOSE

The purpose of the State College at Westfield is the preparation and education of young men and women for teaching positions in the schools of Massachusetts in Grades I-VIII. Since the dimensions of the teaching role make demands upon almost every aspect of the teacher's personality, it is the responsibility of the college to provide a curriculum through which the student may best realize his potentialities as an individual and as a teacher, while at the same time preparing himself to participate better in the life of the family, the community, the state, nation, and world.

The program of the college is broadly conceived to promote maximum progress for each student along three main lines of endeavor: (1) personal realization of physical, intellectual, moral, and spiritual potentialities (2) professional development (3) development as a socially and economically responsible member of society.

HISTORY

The State College at Westfield was the first public supported co-educational normal school established in the United States. Authorized by act of the General Court of Massachusetts in 1838, it was opened for the fall term of 1839 in the town of Barre. Barre proved to be a poor choice because of difficulty of access, so in 1844 the normal school was relocated in Westfield.

At this time the program offered was a two year course embracing the judicious mixture of liberal arts and professional training of which the college has always been proud. In 1928 the growing complexity of preparation for a teaching career caused the Department of Education of Massachusetts to extend the course to three years. In 1932 the General Court authorized the expansion to a full four year college course, the awarding of the degree of Bachelor of Science in Education, and the change to the present name.

In 1953 the General Court authorized expenditure of the sums necessary to rebuild the college completely on a new site, bringing into being the present beautiful campus in time for the opening of the fall term of 1956.

Westfield State College has prepared teachers for the schools of this area for well over a century. Many of its graduates have achieved positions of high professional distinction. The new facilities will increase and enhance its opportunities for effective service to the cause of public education.

THE NEW CAMPUS

The State College at Westfield is located in Juniper Park in the city of Westfield, Massachusetts, the gateway to the Berkshire Hills. This pleasant city of twenty-two thousand people is large enough to provide an interesting community background. In addition, Westfield is in a population area of over five hundred thousand people, including the cities of Springfield, Holyoke, Chicopee, and Northampton, and offers all the recreational and cultural advantages to be found in such a region.

On the campus, newly built in 1956, is an administration building containing offices, classrooms, laboratories, the college library, student lounge and lunch room; a women's dormitory; an auditorium; and a gymnasium. The athletic fields are large and adequate. All this is in a setting of remarkable natural beauty.

The campus area is comprised of seventy acres of beautiful open spaces and woodland. The expansion program includes plans for a campus training school, a second women's dormitory, a men's dormitory, additional classrooms, and a home for the president.

THE TRAINING SCHOOL

The college has its own Training School, a public elementary school under state control, where juniors and seniors do practice teaching. Beginning with the second semester of the junior year the student's time is divided between professional courses at the college and actual practice teaching at the Training School. While at the Training School the students are under the direct supervision of the Director of Training and the Training School teachers. The program is carried over into the senior year during which the practice teachers have eight weeks of intensive, all-day teaching. In addition to the teaching, there are seminar and conference periods during which the young teachers discuss their problems.

PLACEMENT AND FOLLOW-UP SERVICE

The Director of Training supervises the placement service which has maintained an outstanding record even in times of teacher over-supply. At present, during a teacher shortage, most graduates who desire appointments can be assured of placement.

After former seniors have assumed their first teaching positions, the Director of Training visits them in their respective schools. This follow-up program aims to help the new teacher make the adjustments of the first year and also keeps the college informed concerning the needs and demands of the field.

REQUIREMENTS FOR ADMISSION

September 1961

I. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

6. Successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

II. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts College of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Plan I applicants (see IV. A. below) may file applications and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half year of the senior year which meets the requirements for admission by academic evaluation and on successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other examinations prescribed by the Department of Education.

2. Plan II applicants (see IV. B. below) may not be granted provisional admission but may submit applications on or after October 1 of the senior year. It is to the advantage of these candidates to submit their applications at an early date.

IV. Methods of Admission.

A. Plan I.

Admission by academic evaluation is granted to candidates as follows: On the basis of A-4, B-3, C-2, D-1, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted, provided they have successfully completed the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

Prescribed—These 16 units must include the following 8 units:

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry	1 unit

Distribution of units for Applicants Admitted by Evaluation.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Languages, 7 units (no credit accepted for less than 2 units of any one language)**; Mathematics, 4 units; Business Subjects, 2 units**; Fine and Industrial Arts, 2 units***; Home Economics, 2 units***; and Physical Education, 1 unit****.

B. Plan II.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under General Qualifications stated under I., may be admitted to the Teachers Colleges on successful completion of the College Entrance Examination Board Scholastic Aptitude Test and/or other tests prescribed by the Department of Education provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History	1 unit
Mathematics	2 units
Science	1 unit

*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State Teachers College at Salem.

**Language majors may offer one additional unit.

***In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts programs at Boston and Fitchburg, all programs in the Massachusetts College of Art, and the Music program at Lowell.

****One unit granted for the Physical Education major program at Bridgewater only.

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

V. Admission of Students to the Massachusetts College of Art and to the Music Department of the State Teachers College at Lowell.

Students seeking admission to the Massachusetts College of Art, in addition to meeting the regular requirements for admission, are required to pass an Art Aptitude Test and present evidence of special preparation to enter Massachusetts College of Art. Students seeking admission to the State Teachers College at Lowell, in addition to meeting the regular requirements for admission, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers College at Lowell and the Massachusetts College of Art.

VI. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

A. Plan I Candidates:

The position of the candidates will be determined according to the numerical evaluation as described under IV. A.

B. Plan II Candidates:

The position of the candidate will be determined according to the numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A = 4
B = 3
C = 2
D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

VII. Date and Place of Examinations.

Applicants for admission will be required to take College Entrance Examination Board Scholastic Aptitude Tests. These tests are to be given on December 3, 1960, January 14, 1961, February 4, 1961, March 18, 1961, May 20, 1961, August 9, 1961, at convenient locations throughout the state. On January 14, March 18, and May 20, 1961 the Scholastic Aptitude Test will be administered at the State Colleges at Boston, Bridgewater, Salem, Westfield and Worcester. Information about other test centers should be obtained from college admission officers, high school guidance counselors, or from Educational Testing Service, Princeton, New Jersey.

COLLEGE YEAR BEGINS

September 12, 1960 September 11, 1961

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State and the Massachusetts College of Art. Under this system grades will be given the following values: A—4 to 5, B—3 to 3.9, C—2 to 2.9, D—1 to 1.9, E—0.

2. The number of quality points a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for the promotion or graduation is 2.0. Students with an average less than 2.0 must withdraw from the college unless permission to repeat the year is given by the Director of the Colleges on the recommendation of the President for such reasons as illness, home difficulties or similar circumstances.

Students with an average of less than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with permission of the Director of State College on the recommendation of the President, for such reasons as illness, home difficulties, and similar circumstances.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....
(Name)

passed at.....with a grade of....."
(College)

EXTENSION COURSES

The State College at Westfield cooperates with the Massachusetts Department of Education in offering evening and summer courses for the benefit of teachers in service. Both graduate and undergraduate courses are offered. Information concerning regulations and requirements for degree study may be obtained by contacting the Director of College Extension.

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

TUITION

I. Fees for Residents of Massachusetts.

1. $200.00 a year payable in two installments at the beginning of each semester.
2. $7.00 a semester hour—Courses for part-time day students.
3. $13.00 a semester hour—Extension and Summer courses.
4. $11.00 a semester hour—Auditor in Extension and Summer courses.

II. Fees for Non-residents of Massachusetts.

1. $600.00 a year payable in two installments at the beginning of each semester.
2. $21.00 a semester hour—Courses for part-time day students.
3. $22.00 a semester hour—Extension and Summer courses.
4. $11.00 a semester hour—Auditor in Extension and Summer courses.

REGISTRATION FEE $20.00

DORMITORY DEPOSIT 25.00

Each applicant for admission to a Massachusetts State College or the Massachusetts School of Art must pay a registration fee of $20.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

Each applicant for a dormitory reservation must also pay a dormitory deposit fee of $25.00 following notification of admission to a dormitory. This deposit will be deducted from the total room rent of students who attend. It will be forfeited by those who do not attend.

STUDENT FEE, PAYABLE ON OPENING DAY 25.00

GYMNASIUM OUTFIT FOR GIRLS, first year only, approximately 25.00

GYMNASIUM OUTFIT FOR MEN, approximately 5.00

ROOM RENT IN WOMEN'S DORMITORY (34 weeks) 136.00
Sept. $34.00, Nov. $34.00, Jan. $34.00, March $34.00

BOARD IN WOMEN'S DORMITORY (5 day week), approximately 248.00
Westfield operates a coöperative dining room. A specified amount is paid each week for maintenance of the food service.

BOOKS AND SUPPLIES, approximately 80.00

All payments must be made in advance without the presentation of bills.

STUDENT LIFE AND WELFARE

Student Personnel Program

The Student Personnel Program is designed to promote a student's achievement of his educational and professional goals, his orientation to college life, and his personal and social welfare. Members of the college teaching faculty serve as class and club advisers and share with the Dean of Women and the Dean of Men in the implementation of the program. Necessary records are kept and counseling as needed or desired is available to all students of the college.

Orientation

Orientation to the college for freshman students begins during the summer when they receive letters from big brothers and sisters in the Junior Class. After arrival a number of special activities take place during the first two weeks, and an Orientation course under direction of the Dean of Women meets once a week throughout the first semester.

Special activities include the Junior-Faculty picnic luncheon for freshmen on opening day, the Get-Acquainted party, conferences, diagnostic tests, and talks by student officers concerning the numerous organizations and athletic activities.

The Orientation course aims to assist the student in his personal and professional adjustment. Discussions center around topics related to the profession of education, the customs and traditions of Westfield, and the personal skills and attitudes that will promote all-around success in college. Some of the topics discussed are: purposes of a college education and the specific purposes of the Westfield State College, achievement at level of ability, scholastic standards, effective study habits, use of the library, time budgeting, social competency and personality development, standards of good citizenship and self-discipline.

Health Services

When a candidate has otherwise qualified for entrance to the college he is required to file with the office a report of a physical examination made by his family physician. After he has entered, the health service includes a physical examination by the college physician and physical education staff, diagnostic chest x-rays, the services of a nurse, and the use of the college infirmary for minor illnesses among dormitory residents. The facilities of Noble Hospital, located two miles from the college, are available. A health and accident policy, which may be secured at small cost, is recommended.

Student Housing

Pleasant living conditions are provided for women students in a large dormitory on the campus. The dining room is managed on a co-operative plan. The dormitory council develops house rules concerned with consideration of others and such safeguards as are needed for the physical, mental, moral, and social well-being of the residents.

A cafeteria, located in the administration building, provides lunches at a nominal cost for commuting students.

The college does not have a dormitory for men. Men students who do not live at home may choose their living quarters from approved rooms listed by the Dean of Men.

Student Aid and Employment

A limited number of scholarships and job opportunities on campus and in the community are available to students. However, freshmen are strongly advised to make provision, before entering college, for the expenses of the first year. Ways of assisting deserving students in self-help can usually be found after they are successfully established at the college.

Organizations and Clubs

A varied program of co-curricular activities gives students an opportunity to develop qualities of leadership, and to engage in special interests and hobbies. The objectives, activities, and current officers of the various organizations are stated in the Handbook, which is issued to each student annually. These organized groups include: Student Association, class organizations, Women's Athletic Association, Men's Athletic Association, Art Club, Glee Club, Science Club, Future Teachers of America, Alter Natus, Commuters' Club, Newman Club, and Student Fellowship.

Alumni Association

All graduates of Westfield are members of the Alumni Association upon payment of dues. The Association strives to establish and maintain contacts among its members and among graduates of the college. It holds an annual reunion and sponsors a Student Loan Fund. Chapters are located in Holyoke, Westfield, Pittsfield, Boston, and Hartford, Connecticut. A spring tea for seniors establishes a contact with the Alumni Association before graduation.

Athletics

The athletic program at Westfield State College offers opportunity to every student who desires to participate. The women are organized into class teams and blue and white teams in field hockey, basketball, and softball. Point awards are given for participation. Each spring the student winning the most points is awarded a blazer. Monograms and other insignia are awarded to students playing on teams and winning accumulated points.

For the men there are varsity teams in basketball, baseball, and tennis. Westfield is a member of the New England Teachers College Athletic Conference and plays an extensive schedule of games. In addition there are intra-mural leagues in touch football, basketball, and softball. Varsity letters are awarded and also class numerals at the Class Day assembly.

Social Activities

Numerous opportunities are provided to develop desirable social skills and attitudes. Approved activities are sponsored by clubs, classes, and staff. Some of the traditional social occasions are Junior-Faculty picnic luncheon for freshmen on opening day, Get-Acquainted Party, Dormitory Dance, Christmas Ball, Christmas Festival, Winter Carnival, Tekoa Card Party, Freshman Ball, Glee Club Concert, May Day, Senior Tea for Faculty, Student Council Prom, Class Night Banquet, Class Day, Senior Class Banquet, and the Commencement Reception given by the faculty for seniors and their families.

Art

Biology

THE NEW CAMPUS—ST

College at Westfield

Dormitory Room

Physical Science

College Library

The college library aims to be the focal point around which scholastic activities center. It is located in the west wing on the second floor of the administration building and includes a large main reading room, an adjacent magazine and browsing room, and a work room. The reading room contains the study area, the reference collection, the reserve books, and the main collection of approximately 21,000 volumes arranged on open shelves. Special collections include the Herbert R. Thorpe Lincoln collection. A textbook collection is being built up to provide students with the latest information about the textbooks in use in the schools of the area.

In the magazine room, which includes a lounging area and individual study tables, are the current numbers of the 150 periodicals to which the library subscribes, and fiction for leisure reading.

In the basement is a large library storage section where back numbers and bound volumes of periodicals are shelved and available for research activities.

The Book Store

The College Book Store, conveniently located in the administration building, sells books, stationery, and various supplies at reasonable cost. Students are thus assured of having the proper textbooks without delay.

Publications

The College Handbook gives information relative to the history, activities, rules and regulations at Westfield. A directory of the college faculty, academic and social calendars, the constitution of the Student Association, a description of college organizations, and the text of college songs are included. The Handbook is issued annually to each student by the Student Council.

Westek, the college newspaper, is issued several times during the school year and covers a variety of subjects of interest to students. It is distributed to all students and faculty.

The Tekoa, published annually by the senior class, includes pictures and accounts of activities not only of seniors but of all classes.

Assembly Programs

The college holds a weekly assembly for the purpose of extending and enriching the general education of the students and developing a sense of unity in the student body. The programs include outside speakers, club presentations, and Student Association meetings. Special assemblies are the Cap and Gown assembly when the seniors make their first appearance in caps and gowns, and the Class Day assembly at which athletic awards for both men and women are presented. Assembly programs are an important part of the college offering and students are expected to participate regularly.

CURRICULUM

The State College at Westfield offers a curriculum in Elementary Education for Grades I to VIII which is four years in length and leads to the degree of Bachelor of Science in Education. During the first two years emphasis is on a broad general education in basic studies. Beginning with the third year the student enters upon a program of professional work designed to develop competence in teaching in Grades I to VIII. Differentiation in methods courses and practice-teaching assignments permits emphasis on training for lower or upper elementary grades according to the interest and competence of the student. Those interested in the upper grades are also expected to augment the required courses in two of the following four subject matter areas, English, Social Studies, Science, or Mathematics, by concentrating all electives in the two areas selected.

FRESHMAN YEAR

	FIRST SEMESTER	*Credits*		SECOND SEMESTER	*Credits*
210	Principles of Expression	3	211	Principles of Expression	3
710	History of Civilization	3	711	History of Civilization	3
510	Biology	3	511	Biology	3
610	Freshman Mathematics	3	611	Freshman Mathematics	3
310	Art Appreciation	3	315	Music Appreciation	3
910-912	Physical Education	½	911-913	Physical Education	½
100	Orientation	0	914	Personal Health	1

SOPHOMORE YEAR

	FIRST SEMESTER	*Credits*		SECOND SEMESTER	*Credits*
220	English Literature	3	221	English Literature	3
720	United States History and Government	3	721	United States History and Government	3
525	Physical Science	3	526	Physical Science	3
725	Principles of Geography	3	726	Geography of North America	3
420	General Psychology	3	120	Educational Psychology	3
920-922	Physical Education	½	921-923	Physical Education	½
222	Speech	1	223	Speech	1

JUNIOR YEAR

	FIRST SEMESTER	*Credits*		SECOND SEMESTER	*Credits*
335	Music Theory	2	134	Practice Teaching and Seminar	6
130	Principles of Teaching	3	131	The Curriculum in Elementary Education	10
135	Language Arts	3		336 or 337 Music	
330	Arts and Crafts	2		331 or 332 Art	
	Electives	6		530 or 531 Science	
				930 or 931 Physical Ed.	
				630 or 631 Mathematics	

SENIOR YEAR

	FIRST SEMESTER	*Credits*		SECOND SEMESTER	*Credits*
840	Sociology	3	142	History and Philosophy of Education	3
140	Tests and Measurements	2	845	Economics	3
940-941	Community and Health Education	2	143	Problems of Beginning Teachers	1
141	Curriculum Development	2	942	First Aid (Standard and Advanced)	1
144	Practice Teaching and Seminar	6		Electives	6

COURSE DESCRIPTIONS

A letter E preceding a course number indicates an elective, offered in selected semesters when class enrollment is sufficient.

100 Orientation — No credit

Intended to increase the student's receptivity to the total college experience, thereby helping him attain his academic and co-curricular potential. Includes orientation to the profession of education, to the customs and traditions of Westfield State College, and to the personal problems encountered in adjustment to life at the college level.

EDUCATION

120 Educational Psychology — 3 credits

Main emphasis is on the nature and needs of the child, the concepts of motivation, learning, and individual differences, and the problems of adjustment which must be met in the classroom.

130 Principles of Teaching — 3 credits

Early meetings attempt to help students gain a basic understanding of the principles underlying modern education and the goals it proposes to attain. The course then becomes one of general classroom methods intended to lay the foundation for various specific courses in the special areas that are to follow. A part of the time is devoted to classroom observation of different types of procedure and class management.

131 The Curriculum in Elementary Education — 10 credits

Embraces a block of courses intended to help prepare students to guide the learning experiences of children in Grades I to VIII. The basic course 130, Principles of Teaching, lays the foundation for all work in the special areas of mathematics, science, social studies, art, music and physical education.

141 Curriculum Development in Elementary Education — 2 credits

This course is designed to give an overview of the elementary school curriculum together with an understanding of principles controlling the selection of subject matter areas.

134-144 Practice Teaching and Seminar — 6 credits each semester

Beginning with the second semester of the Junior year and continuing through the first semester of the Senior year the student enters into practice teaching in the College Training School. This affords actual experience in the application of principles set forth in the preparatory courses and an opportunity for continuous evaluation as the training period proceeds. Unit procedure is emphasized throughout under the direct supervision of the teachers in the College Training School and the Director of Training. Students are carried through a carefully organized program beginning with relatively simple units and continuing to more complicated units in the Senior year.

231 Language Arts (See 135) — 3 credits

To develop in the prospective teacher understanding of principles, procedures, and trends in a modern language arts program. Reading, oral

and written language, spelling, and penmanship are each treated as facets of the total language pattern. Attention is given to activities which promote readiness, word-analysis and word-recognition skills, the newer approved implementation of phonics, and other procedures inherent in the nature of the language process. Due consideration is given to diagnostic and corrective techniques.

135 **Language Arts (See 131)** 3 credits

140 **Tests and Measurements** 2 credits
Basic principles underlying standardized tests with provision for administering, scoring, and interpreting test results in an actual classroom situation. Consideration is given to effective teacher-made tests and to elementary statistics.

142 **History and Philosophy of Education** 2 credits
Gives an appreciative understanding of the struggle, growth, and practice of education over the centuries as a phase of the rise and spread of Western civilization. Sketches the contribution of the great intellectual leaders and the rise of the various types of schools and systems of educational training.

143 **Problems of Beginning Teachers** 1 credit
Aims to help the student make a success of the first teaching assignment in the field. Such problems as guidance, personality development, behavior, class organization, teacher-pupil relationship, class control, program planning, and individual differences are explored. Case studies are used generously as a basis for discussion.

145 **Community and Health Education (See 940)** 2 credits

E150 **Child Development** 3 credits
Investigates the many aspects of child growth and development. Attention is given to the various facets of the culture—the community, home, family, church, school—which exert influence on the individual child and help to determine his behavior.

E151 **Adolescent Psychology** 3 credits
Concerned with adolescence as a phenomenon of modern culture and civilization. Deals with physical and emotional problems of puberty with special emphasis upon ways in which the schools might contribute most constructively during these significant years.

E152 **Guidance for the Elementary School Teacher** 3 credits
Acquaints the prospective classroom teacher with principles, techniques, and practices in the field of guidance. Its purpose is to enable the teacher to deal more perceptively with all children, to recognize those in need of special referral, and to co-operate fully with specialists in the field of guidance.

E153 Audio-Visual Education 3 credits

Acquaints the student with a wide range of audio-visual materials and gives experience in constructing and presenting such materials in the classroom, and operating audio-visual equipment.

For additional related courses see E851 Educational Sociology, E375 Creative Activities in Music, E377 Piano for the Classroom Teacher.

HUMANITIES

ENGLISH

210-211 Principles of Expression 3 credits each semester

A course in composition designed to increase the student's knowledge of the principles and to develop his skill in the practice of oral and written expression. The second semester continues the study of composition and aims to develop the student's powers of interpretation and appreciation of literature through the study of selected modern literary works.

220-221 English Literature 3 credits each semester

A two-semester survey course, the purpose of which is to study for comprehension and interpretation the masterpieces of English literature from its beginnings to the present.

222-223 Speech 1 credit each semester

Fundamental principles and practices of clear, pleasing, and effective speech. Includes training in correct breathing, pronunciation, enunciation, and the qualities of voice essential to good speaking and reading.

230 Children's Literature 3 credits

Provides the prospective teacher with a broad background in the literature for children, familiarity with principles on which selection of materials is based, wide acquaintance with children's books, and skill in the art of presentation of prose and verse.

E261 Contemporary Literature 3 credits

Study of the nature and significance of modern American and continental literary selections.

E250-E251 Classics 3 credits each semester

The reading of selected great books, each of which is taken up from the point of view of its relation to the life of its own time and for its significance today.

E252 Shakespeare 3 credits

The careful study of selected plays and the reading of several others for the purpose of developing an appreciation of them as literature.

E253-E254 American Literature 3 credits each semester

A study of representative writings from the colonial foundations to the Civil War, and in the second course from the post Civil War period to the present.

E255 The Victorian Age 3 credits

A study of representative writings in Victorian literature.

E256 The Romantic Age 3 credits
A study of representative writings in Romantic literature.

E257 Contemporary Poetry 3 credits
A study of form and content for selected poems from the writings of contemporary British and American poets.

E258 The Novel in English Literature 3 credits
Style and structure of selected novels by English and American writers.

E259 Speech 3 credits
Advanced course in speech for use with visual aids, in choral reading, debates, round table and panel discussions.

E260 Speech 3 credits
Study and practice in the techniques of interpretative and dramatic reading.

ART

310 Art Appreciation 3 credits
Creative experience with a variety of materials. Work out-of-doors with various media, with emphasis on drawing and perspective. Consideration of contemporary and historic works in the arts, including painting, printing, sculpture, and objects of everyday use.

330 Arts and Crafts 1½ credits
An introduction to a number of crafts with promotion of individual expression and acquaintance with materials, techniques, and tools.

331 The Teaching of Art (See 131)
A consideration of the place of art in the elementary program and the teacher's means of developing ability in art. Attention is given to the viewpoint of the child and his diversity and intensity of experience as art becomes part of his personal and community life. Emphasis is on applications in lower elementary grades.

332 The Teaching of Art (See 131)
Same as 331 with emphasis on applications in upper elementary grade.

E350 Oil Painting 3 credits
An opportunity to learn some fundamentals of this medium through studio and outdoor experience in still life and landscape. Assignments will include study of oil painting techniques of the masters.

E351 Contemporary Art Expression 3 credits
A combination workshop and lecture course involving discussion and evaluation of present day art creations as related to our living.

E352 Advanced Workshop in Crafts 3 credits
An opportunity to pursue one or two crafts as chosen. Weaving, woodwork, ceramics, metalry, puppetry, and leathercraft are offered.

E353 Pottery 3 credits
An opportunity for the interested student to try various methods of pottery making: coil and slab-build, cast, thrown. Elementary explanations of and work with ceramic chemisty in clays, glazes, and colorants.

E354 History of Modern Art, 1800-1956 3 credits
The sources and forms of contemporary art from their roots in the nineteenth century. The emphasis is on painting, sculpture, architecture, and prints. The various movements stemming from Impressionism are studied in detail, along with their influence on other branches of art.

E355 History of American Art 3 credits
A study of the painting, architecture, and practical arts in the United States from the period after colonial times to the present.

E356 Drawing and Composition 3 credits
Outdoor, still life, and figure drawing with various media: pencil, charcoal, chalk, conte crayon, ink, crayon. Study of composition from historic works and from experiments in class.

E357 Lettering and Layout 3 credits
Study of a basic alphabet adapted to different situations with brush, pen, and cut letters. Lettering is used for several practical purposes, such as posters, book pages, monograms, and signs.

E358 Three-Dimensional Design 3 credits
Exporation of mass, volume, space, plane, line, and texture through modeling, constructing, carving, and casting in a variety of materials.

MUSIC

315 Music History and Appreciation 3 credits
Surveys the history and literature of music from the pre-classic period to the modern with emphasis on directed listening. Aims to make intelligent and appreciative listeners of music.

335 Music Theory 2 credits
Develops music fundamentals through song. Includes notation and terminology, major and minor scales, chromatics, intervals, ear and eye recognition of frequently used tonal and rhythmic groups.

336 The Teaching of Music (See 131)
Deals with the principles, methods, and materials basic to guiding music experiences in the elementary school. Emphasizes techniques for developing singing, rhythmic, listening, and creative activities. Gives special attention to the integration of music with other subjects in the curriculum. Emphasis is on applications in lower elementary grades.

337 The Teaching of Music (See 131)
Same as 336 with emphasis on applications in upper elementary grades.

E375 Creative Activities in Music 3 credits
Demonstrates the use of rhythm, harmony, and melody instruments. Provides experience in rhythms, dramatic play, and creative expression with the view to stimulating these activities in the elementary school.

E376 Voice Training 3 credits
Training in use of the singing voice. Considers principles of singing: breathing, tone production, resonance, diction. Correlated drill in sight singing.

E377 Piano for the Classroom Teacher 3 credits
Develops elementary playing skill on the piano through sight reading and harmonizing well-known melodies. Presents techniques for accompanying children's songs and community singing.

E378 The Opera 3 credits
Makes a study of representative Italian, French, and German operas. Includes analysis of each opera with special attention to building a repertory of operatic music frequently heard on radio and television.

E379 Contemporary Music and Music Criticism 3 credits
Study of Contemporary Music of such composers as Hindemith, Stravinsky, Shoenberg, Chavez, and Copland; attendance at concerts, and music criticism reviews.

PSYCHOLOGY

420 General Psychology 3 credits
Assists the student in a better understanding of his own behavior through presentation of what is known about man's behavior in general. Attention is directed to various systems of psychological theory and their interpretation of behavior.

See also 120 Education Psychology, E150 Child Development, E151 Adolescent Psychology, E152 Guidance for the Elementary School Teacher, and E850 Social Psychology.

NATURAL SCIENCES

BIOLOGICAL SCIENCES

510-511 Biology 3 credits each semester
The principles of biological science as they relate to the problems that confront living things in maintaining themselves successfully in their environment. The origin and evolution of significant patterns of living are traced for both plants and animals with a closer examination of the dominant species, man. Lecture-discussions, demonstrations, and individual laboratory work.

530 Science for Teachers (See 131)
Professionalized aspects of science teaching for the general classroom teacher including objectives and philosophy, content, and activities. A major portion of the time is given to first-hand experiences with equipment, experiments, and demonstrations. Emphasis is on applications in lower elementary grades.

531 Science for Teachers (See 131)
Same as 530 with emphasis on applications in upper elementary grades.

E550 Introduction to Genetics 3 credits
A study of the physical basis of heredity with emphasis on human inheritance and the significance of genetics in human affairs.

E551 Microbiology and Human Progress 3 credits
A study of the biology of micro-organisms and their relation to industry, agriculture, health and disease.

E552 Human Structure and Function 3 credits
A study of the anatomy and physiology of the human body.

E553 General Ecology 3 credits
A consideration of the relationships between organisms and their environment; the significance of food, energy, and space relations in the development and maintenance of biotic communities.

PHYSICAL SCIENCES

525-526 Physical Science 3 credits each semester
Basic concepts of time, space, matter, and energy that make meaningful the nature of the physical universe. Suitable materials are drawn from the fields of astronomy, geology, meterology, physics, and chemistry. Due emphasis is placed on scientific methods of investigation and patterns of thought.

E575 Introduction to Chemistry 3 credits
Rigorous treatment of three important aspects of elementary college chemistry: experiments, theories, problems. Basic facts and principles are presented with practical applications.

E576-E577 General Inorganic Chemistry 3 credits each semester
Includes atomic and molecular theories, solutions and ionization, equilibrium, the relation of atomic and molecular structure to chemical behavior, and a study of the common elements and their compounds on the basis of the periodic classification. Laboratory work includes quantitative measurements, a study of the properties of the important elements and their compounds, and the solution of simple laboratory problems.

E578-E579 General Physics 3 credits each semester
Deals with basic principles governing mechanics of solids and liquids, sound, heat, light, magnetism and electricity. These principles as they relate to life situations are thoroughly examined. Includes laboratory work.

E580 Wave Motion and Optics 3 credits
Includes wave motion as applied to sound and light. The following will be thoroughly examined: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory.

MATHEMATICS

610 Freshman Mathematics 3 credits

Aims to develop interest and to encourage scholarship in mathematics. Students are grouped according to previous experience in mathematics. Progress in college algebra for each group is maintained consonant with the mathematical background of the group members.

630 Recent Trends in the Teaching of Mathematics (See 131)

Aims to acquaint prospective teachers with the psychological background of mathematics, the trend away from mere computation toward complete comprehension and economic and social usefulness, and new ways of teaching made necessary by this trend. Emphasis is on applications in lower elementary grades.

631 Recent Trends in the Teaching of Mathematics (See 131)

Same as 630 with emphasis on applications in upper elementary grades.

E650 Calculus 3 credits

Treats the fundamental principles, problems, and practical applications of differential calculus. Among the topics discussed are the derivative, partial fractions, maxima and minima.

E651 College Algebra 3 credits

Treats the properties of quadratic equations, simultaneous quadratic equations, mathematical induction, binomial theorem, function, permutations and combinations, and determinants.

E652 Plane Trigonometry 3 credits

A study of the trigonometric functions and of elementary mathematical analysis, reduction and transformation of trigonometric expressions, solution of trigonometric equations, and graphic representation of functions.

E653 Analytic Geometry 3 credits

A study of the relations existing between geometric figures and algebraic equations. The transformation of equations into graphs is studied with respect to two sets of coördinates: rectangular or Cartesian coördinates, and the polar coördinates.

SOCIAL SCIENCES

HISTORY

710-711 History of Civilization 3 credits each semester

An introductory course tracing through ancient, medieval, and modern stages the main lines of human progress: social, political, religious, economic, scientific, and cultural, especially those of Western Europe. A background survey of origins is followed by emphasis upon the period since the fall of ancient Mediterranean civilization.

720-721 United States History and Government 3 credits each semester

A survey of United States history tracing the growth of American institutions. Interpretations of periods and events including current history.

Study of the constitutions of the United States and of Massachusetts. Collateral reading and reports, radio, motion pictures, and discussion.

E750-E751 Modern European History 3 credits each semester
Traces the social, political, religious, scientific, and cultural progress of the European nations during the nineteenth and twentieth centuries.

E752 History of Latin America 3 credits
A survey of the history of the countries south of the border of the United States. It includes a brief study of the Spanish period, the revolutions which established independence, and the subsequent industrial histories of today.

E753 History of Eastern Asia 3 credits
A study of the histories of the more important Eastern Asiatic countries: Russia, Japan, India, and the island groups comprising the Phillipines and Indonesia.

E754 History of Russia 3 credits
A general review of Russian history to 1917, and a more detailed study of the Communist period from 1917 to the present.

E760 United States Foreign Policy 3 credits
A consideration of the aims of foreign policy; the tools of diplomacy and of force; the Monroe Doctrine and Latin American relationships; the "Open Door" Policy and the Far East; evolution of changes in European policy; the United States and the United Nations; phases of the "cold war"; importance of regional pacts; the challenges of a nuclear age.

E770 Political Science 3 credits
A study of the concepts of government, of the functions of the state and the processes by which its ends are attained. Consideration of the obligations of citizenship, the role of political parties and of public opinion. Analysis of the administration of public affairs—national, state, and local.

GEOGRAPHY

725 Principles of Geography 3 credits
An introductory course which includes a study of the physical factors of the environment and man's response to them.

726 Regional Geography of North America 3 credits
A study of representative regions of North America for an understanding of physical characteristics, resources, and their utilization by man.

745 The Social Studies (See 141)
Concerned with the professionalized aspects of the social studies. Study is made of the philosophy, objectives, and functions of the social studies, professional literature in the field, special skills involved, sources of teaching materials, and evaluation of textbooks. Emphasis is on applications in lower elementary grades.

746 The Social Studies (See 141)
Same as 745 with emphasis on applications in upper elementary grades.

E775 Regional Geography of Europe 3 credits
A study of the physical environment of the continent of Europe and the cultural responses of the population to the environment.

E776 Regional Geography of Asia 3 credits
A survey of the climate, land forms, and natural resources of Asia and the islands of the Pacific with special reference to their effect on the economic, social, and political adjustment of man.

E777 Regional Geography of Latin America 3 credits
A regional study of the countries south of the Rio Grande with an examination of such factors as location, climate, topography, natural resources, and their influence on the social, economic, and political activities of the population.

E778 Political Geography 3 credits
A study of relationships between the earth and the state. Earth factors and human factors are surveyed to show that the actual wealth and power of a state are the result of human ability operating within the limits set by the environment.

E779 Conservation of Natural Resources 3 credits
A study of the natural resources of the earth: soil, water, grasslands, forests, minerals, wildlife, and scenic and recreational areas. Emphasis is placed on the natural resources of the United States and their conservation.

SOCIOLOGY

840 Sociology 3 credits
A study of modern society, especially the type in which we live. Considers the evolution and structure of society; the cultural heritage; basic problems of population, human nature, change, and adaptation. Reference to local communities furnishes materials for study of social difficulties of practical significance.

E850 Social Psychology 3 credits
A detailed study of social interaction. Consideration is given to such topics as communication, leadership, propaganda, social institutions and processes, group, status, role, prejudice, attitude formation and change. Both theory and method are considered.

E851 Educational Sociology 3 credits
A consideration of various educational aspects of social institutions and social processes, including the school and the family, religion, industry, community; teacher roles and status; group dynamics in education; education and social change; education for leisure.

ECONOMICS

845 Economics 3 credits
Acquaints the student with fundamental characteristics of modern economic society and provides a background for understanding the economic literature of today.

HEALTH AND PHYSICAL EDUCATION

910-911 Physical Education for Women ½ credit
Aims to develop an interest in physical activity for the promotion of health and recreation during the college years and the years to follow. Activities include conditioning exercises, team sports, dual sports, dancing, and stunts.

912-913 Physical Education for Men ½ credit
A program of suitable physical activities for the promotion of health and the development of recreational interests during the college years and the years to follow.

914 Personal Health 1 credit
Based as far as possible on the expressed needs of the students as revealed in class discussions and personal interviews. Aims to give up-to-date facts and to build a wholesome attitude toward health.

920-921 Physical Education for Women ½ credit
A continuation and extension of the work begun in 910-911.

922-923 Physical Education for Men ½ credit
A continuation and extension of the work begun in 912-913.

930 Physical Education for the Elementary School (See 131)
Aims to give the student a sound knowledge of physical education as it is taught by the regular classroom teacher. Includes aims and objectives, types of activities for each grade level, and ways of integrating physical activities with the general program. Emphasis is upon applications in lower elementary grades.

931 Physical Education for the Elementary School (See 131)
Same as 930 with emphasis on applications in upper elementary grades.

940 Community and Health Education 2 credits
Develops an understanding of the meaning of health education, the teacher's role in the school health program, and the ways in which the teacher may work with and gain help from health personnel in the school and community. Emphasis is on applications in lower elementary grades.

941 Community and Health Education 2 credits
Same as 940 with emphasis on applications in upper elementary grades.

942 First Aid 1 credit
The Standard and Advanced First Aid course of the Amerian Red Cross. Students who complete it satisfactorily receive a certificate from the national headquarters of the American Red Cross.